Textbook Alignment to the Utah Core – 7th Grade Integrated Science

This alignment has been completed using an "Independent Alignment Vendor" from the USOE approved list (www.schools.utah.gov/curr/imc/indvendor.html.)   Yes _X____   No _____

Name of Company and Individual Conducting Alignment: Eisemann Communications

A "Credential Sheet" has been completed on the above company/evaluator and is (Please check one of the following):

X On record with the USOE.

The "Credential Sheet" is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Seventh Grade Integrated Science

Core Curriculum
_____

Title: Holt Science and Technology: Integrated Science © 2008 Level Red

ISBN#: 9780030958717 (SE); 9780030958847 (TE)

Publisher: Holt, Rinehart and Winston

Overall percentage of coverage in the *Student Edition (SE) and Teacher Edition (TE)* of the Utah State Core Curriculum: 70%

Overall percentage of coverage in *ancillary material*s of the Utah Core Curriculum: _____%

STANDARD I: Students will understand the structure of matter.

Percentage of coverage in the *student and teacher edition* for Standard I: 100 %	Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: _____%		
OBJECTIVES & INDICATORS	**Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)**	**Coverage in *Ancillary Material* (titles, pg #'s, etc.)**	*Not covered in TE, SE or ancillaries* ✔
Objective 1.1: Describe the structure of matter in terms of atoms and molecules.			
a. Recognize that atoms are too small to see.	SE 494, 550		
b. Relate atoms to molecules (e.g., atoms combine to make molecules).	SE 494, 605-607, 622, 652		
c. Diagram the arrangement of particles in the physical states of matter (i.e., solid, liquid, gas).	SE 494-501, 502-507, 510-511, 735		
d. Describe the limitations of using models to represent atoms (e.g., distance between particles in atoms cannot be represented to scale in models, the motion of electrons cannot be described in most models).	SE 543, 544-549, 558-559, 596-597		
e. Investigate and report how our knowledge of the structure of matter has been developed over time.	SE 544-549, 564		

STANDARD I: Students will understand the structure of matter. (cont.)

OBJECTIVES & INDICATORS	Coverage in *Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.)*	Coverage in *Ancillary Material* (titles, pg #'s, etc.)	*Not covered in TE, SE or ancillaries* ✓
Objective 1.2: Accurately measure the characteristics of matter in different states.			
a. Use appropriate instruments to determine mass and volume of solids and liquids and record data.	SE 28-29, 730-731, 732		
b. Use observations to predict the relative density of various solids and liquids.	SE 473-475, 519, 723, 733		
c. Calculate the density of various solids and liquids.	SE 732		
d. Describe the relationship between mass and volume as it relates to density.	SE 473-475, 498-501, 732		
e. Design a procedure to measure mass and volume of gases.	SE 735, 761		

STANDARD I: Students will understand the structure of matter.			
OBJECTIVES & INDICATORS	**Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)**	**Coverage in *Ancillary Material* (titles, pg #'s, etc.)**	*Not covered in TE, SE or ancillaries ✓*
Objective 1.3: Investigate the motion of particles.			
a. Identify evidence that particles are in constant motion.	SE 494-497, 498-499, 502, 510		
b. Compare the motion of particles at various temperatures by measuring changes in the volume of gases, liquids, or solids.	SE 498-507, 734,735		
c. Design and conduct an experiment investigating the diffusion of particles.	SE 40-41 TE 494		
d. Formulate and test a hypothesis on the relationship between temperature and motion.	SE 499, 506		
e. Describe the impact of expansion and contraction of solid materials on the design of buildings, highways, and other structures.	SE 716, 718-719		

STANDARD II: Students will understand the relationship between properties of matter and Earth's structure.			
Percentage of coverage in the *student and teacher edition* **for Standard II: 100 %**	**Percentage of coverage not in student or teacher edition, but covered in the** *ancillary material* **for Standard II: _____%**		
OBJECTIVES & INDICATORS	**Coverage in** *Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.)*	**Coverage in** *Ancillary Material* **(titles, pg #'s, etc.)**	*Not covered in TE, SE or ancillaries* ✔
Objective 2.1: Examine the effects of density and particle size on the behavior of materials in mixtures.			
a. Compare the density of various objects to the density of known earth materials.	SE 230, 238-239, 241, 732		
b. Calculate the density of earth materials (e.g., rocks, water, air).	238-239, 732		
c. Observe and describe the sorting of earth materials in a mixture based on density and particle size (e.g., sorting grains of sand of the same size with different densities, sort materials of different particle size with equal densities).	SE 247, 270, 271		
d. Relate the sorting of materials that can be observed in streambeds, road cuts, or beaches to the density and particle size of those materials.	SE 270-271		
e. Design and conduct an experiment that provides data on the natural sorting of various earth materials.	SE 270-271, 306, 307		

STANDARD II: Students will understand the relationship between properties of matter and Earth's structure. (cont.)

OBJECTIVES & INDICATORS	Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)	Coverage in *Ancillary Material* (titles, pg #'s, etc.)	*Not covered in TE, SE or ancillaries* ✓
Objective 2.2: Analyze how density affects Earth's structure.			
a. Compare the densities of Earth's atmosphere, water, crust, and interior layers.	SE 347, 352, 358, 359, 378-385, 392		
b. Relate density to the relative positioning of Earth's atmosphere, water, crust, and interior.	SE 378-385, 392		
c. Model the layering of Earth's atmosphere, water, crust, and interior due to density differences.	SE 378, 380		
d. Distinguish between models of Earth with accurate and inaccurate attributes.	SE 196-201, 202-209, 214-215		

STANDARD III: Students will understand that the organs in an organism are made of cells that have structures and perform specific life functions.

Percentage of coverage in the *student and teacher edition* for Standard III: 56 %	Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard III: _____%

OBJECTIVES & INDICATORS	Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)	Coverage in *Ancillary Material* (titles, pg #'s, etc.)	*Not covered in TE, SE or ancillaries ✓*
Objective 3.1: Observe and describe cellular structures and functions.			
a. Use appropriate instruments to observe, describe, and compare various types of cells (e.g., onion, diatoms).	SE 774, 775		
b. Observe and distinguish the cell wall, cell membrane, nucleus, chloroplast, and cytoplasm of cells.	*Covered in Holt Science and Technology, Level Green*		✓
c. Differentiate between plant and animal cells based on cell wall and cell membrane.	SE 46		
d. Model the cell processes of diffusion and osmosis and relate this motion to the motion of particles.	SE 40-43, 52-53		
e. Gather information to report on how the basic functions of organisms are carried out within cells (e.g., extract energy from food, remove waste, produce their own food).	SE 39, 40-43, 44-47, 48-51, 52-53, 54-55, 56-57, 61, 62-65, 74-75, 704-705, 706-707		

STANDARD III: Students will understand that the organs in an organism are made of cells that have structures and perform specific life functions. (cont.)			

OBJECTIVES & INDICATORS	**Coverage in *Student Edition(SE)* and *Teacher Edition (TE)* (pg #'s, etc.)**	**Coverage in *Ancillary Material* (titles, pg #'s, etc.)**	*Not covered in TE, SE or ancillaries* ✔
Objective 3.2: Identify and describe the function and inter-dependence of various organs and tissues.			
a. Order the levels of organization from simple to complex (e.g., cell, tissue, organ, system, organism).	*Covered in Holt Science and Technology, Level Green*		✔
b. Match a particular structure to the appropriate level (e.g., heart to organ, cactus to organism, muscle to tissue).	*Covered in Holt Science and Technology, Level Green*		✔
c. Relate the structure of an organ to its component parts and the larger system of which it is a part.	*Covered in Holt Science and Technology, Level Green*		✔
d. Describe how the needs of organisms at the cellular level for food, air, and waste removal are met by tissues and organs (e.g., lungs provide oxygen to cells, kidneys remove wastes from cells).	*Covered in Holt Science and Technology, Level Green*		✔

STANDARD IV: Students will understand that offspring inherit traits that make them more or less suitable to survive in the environment.

Percentage of coverage in the *student and teacher edition* for Standard IV: 100 %	Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard IV: _____%		
OBJECTIVES & INDICATORS	**Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)**	**Coverage in *Ancillary Material* (titles, pg #'s, etc.)**	*Not covered in TE, SE or ancillaries* ✔
Objective 4.1: Compare how sexual and asexual reproduction passes genetic information from parent to offspring.			
a. Distinguish between inherited and acquired traits.	SE 92-97, 106-107, 108-109, 708-709		
b. Contrast the exchange of genetic information in sexual and asexual reproduction (e.g., number of parents, variation of genetic material).	SE 98-103, 105		
c. Cite examples of organisms that reproduce sexually (e.g., rats, mosquitoes, salmon, sunflowers) and those that reproduce asexually (e.g., hydra, planaria, bacteria, fungi, cuttings from house plants).	SE 66, 68, 69		
d. Compare inherited structural traits of offspring and their parents.	SE 85, 93-97, 106-107, 109, 708, 709		

STANDARD IV: Students will understand that offspring inherit traits that make them more or less suitable to survive in the environment. (cont.)

OBJECTIVES & INDICATORS	Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)	Coverage in *Ancillary Material* (titles, pg #'s, etc.)	*Not covered in TE, SE or ancillaries* ✔
Objective 4.2: Relate the adaptability of organisms in an environment to their inherited traits and structures.			
a. Predict why certain traits (e.g., structure of teeth, body structure, coloration) are more likely to offer an advantage for survival of an organism.	SE 137, 138-139, 145, 152, 155, 156-157, 323, 327, 329, 330, 721		
b. Cite examples of traits that provide an advantage for survival in one environment but not other environments.	SE 138-139, 147, 148, 154, 171, 721		
c. Cite examples of changes in genetic traits due to natural and manmade influences (e.g., mimicry in insects, plant hybridization to develop a specific trait, breeding of dairy cows to produce more milk).	SE 104, 146-151		
d. Relate the structure of organs to an organism's ability to survive in a specific environment (e.g., hollow bird bones allow them to fly in air, hollow structure of hair insulates animals from hot or cold, dense root structure allows plants to grow in compact soil, fish fins aid fish in moving in water).	SE 147, 152		

STANDARD V: Students will understand that structure is used to develop classification systems.

Percentage of coverage in the *student and teacher edition* for Standard V: 15 %	Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard V: _____%		
OBJECTIVES & INDICATORS	**Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)**	**Coverage in *Ancillary Material* (titles, pg #'s, etc.)**	*Not covered in TE, SE or ancillaries* ✔
Objective 5.1: Classify based on observable properties.			
a. Categorize nonliving objects based on external structures (e.g., hard, soft).	SE 223, 226-231, 238, 239, 247, 253, 254, 715-716, 717-719		
b. Compare living, once living, and nonliving things.	*Covered in Holt Science and Technology, Level Green*		✔
c. Defend the importance of observation in scientific classification.	*Covered in Holt Science and Technology, Level Green*		✔
d. Demonstrate that there are many ways to classify things.	*Covered in Holt Science and Technology, Level Green*		✔
Objective 5.2: Use and develop a simple classification system.			
a. Using a provided classification scheme, classify things (e.g., shells, leaves, rocks, bones, fossils, weather, clouds, stars, planets).	SE 253, 254, 715,716		
b. Develop a classification system based on observed structural characteristics.	*Covered in Holt Science and Technology, Level Green*		✔
c. Generalize rules for classification.	*Covered in Holt Science and Technology, Level Green*		✔

STANDARD V: Students will understand that structure is used to develop classification systems. (cont.)

OBJECTIVES & INDICATORS	Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)	Coverage in *Ancillary Material* (titles, pg #'s, etc.)	*Not covered in TE, SE or ancillaries* ✔
Objective 5.2: Use and develop a simple classification system. (cont.)			
d. Relate the importance of classification systems to the development of science knowledge.	*Covered in Holt Science and Technology, Level Green*		✔
e. Recognize that classification is a tool made by science to describe perceived patterns in nature.	*Covered in Holt Science and Technology, Level Green*		✔
Objective 5.3: Classify organisms using an orderly pattern based upon structure.			
a. Identify types of organisms that are not classified as either plant or animal.	*Covered in Holt Science and Technology, Level Green*		✔
b. Arrange organisms according to kingdom (i.e., plant, animal, monera, fungi, protist).	*Covered in Holt Science and Technology, Level Green*		✔
c. Use a classification key or field guide to identify organisms.	*Covered in Holt Science and Technology, Level Green*		✔
d. Report on changes in classification systems as a result of new information or technology.	*Covered in Holt Science and Technology, Level Green*		✔